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ABSTRACT

The national survey results present the perceptions of extension professionals viewing 4-H programs from a State level as they relate to the following survey goals: (1) to determine extent of current State 4-H programs, level of participation, methods or approaches being used, and plans for future programs for children under nine, (2) to collect and catalogue copies of current program resources used in programs for children below age nine, and (3) to develop recommendations for consideration in future program development and research with this age group. Major findings are reported concerning level of participation; defining "young member"; State policies regarding age and participation of children under nine; current 4-H programs and teaching materials for children under nine; and future program plans for younger children. It is generally concluded that a more substantial commitment to this age group is needed. Appended materials include the survey form, a list of 4-H publications related to younger children, and a list of States and individuals responding to the survey. (MW)

JAN 15 1975

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THE YOUNGER CHILD AND 4-H

A National Survey

A 4-H Intern Report

By

Susanne G. Fisher

Extension Specialist, 4-H Youth Development

University of Minnesota

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Advisor:
Dr. Hope S. Daugherty
Program Leader, 4-H - Youth
E.S., USDA

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Intern Subcommittee of the
National 4-H Youth Staff Development
and Training Committee:
Dr. Einar Ryden, Chairman
Dr. Milton Boyce
Mr. Joseph McAuliffe

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THE YOUNGER CHILD AND 4-H

Introduction

Historically, the Cooperative Extension Service 4-H Youth Development programs have been committed to providing educational experiences for youth 9-19 years of age. Long range program recommendations now challenge Extension professionals to consider serving children younger than 9 years old.

In the national document "4-H in the 70's," prepared by a special committee of the 4-H Sub-committee of Extension Committee on Organization and Policy (ECOP), the following recommendation was made: "It is recommended that Extension launch a balanced program of overall expansion of 4-H youth programs to serve seven million youth annually before the close of the decade of the 1970's --one out of five youth in the nation. Concerted efforts must be made to serve youth of all races and ethnic groups, economic circumstances, and in both rural and urban areas. It is also recommended that 4-H youth programs be developed for boys and girls under 9 years of age."

Recommendations of the 1970 White House Conference on children and youth further support the need for innovative, and experimental educational programs for children. Some support the development of educational programs for children younger than 5 years old.

According to the Annual 4-H Youth Development Enrollment Reports for 1972 and 1973, enrollment is growing in the age category "under 9". In 1972, 64,233 children were enrolled, with more than 1,000 in 18 states. The 1973 summary shows 135,446 enrolled, with more than 1,000 in 29 states. Enrollment increased 110 percent in one year! Annual enrollment reports did not include the category "under 9" in recent years.

Purpose

The purpose of this study is to:

1. Survey states to determine extent of current 4-H programs, level of participation, methods or approaches being used, and plans for future programs for children younger than 9 years old.
2. Collect and catalogue copies of current program resources used in programs for children younger 9 years old.
3. Develop recommendations for consideration in future program development and research with this clientele group.

Procedure

While studying national enrollment reports, it seemed likely, that most states would not have extension programs for children younger than 9 years old. So, the initial survey form and cover letter (Appendix I) were brief enough to insure a high degree of response and were designed to collect enough information to identify the states that had programs. Extension colleagues in Minnesota and a state 4-H leader in another state reviewed the survey form.

The initial survey form was mailed to state 4-H leaders in all states, District of Columbia, Guam, Puerto Rico, and the Virgin Islands on March 21, 1974, requesting return by April 5. A follow-up request for completion of the survey was mailed on April 11. Extension professionals from states not responding were contacted at staff development workshops and the National 4-H Conference at the National 4-H Center during April 1974.

The national survey requested names of specific individuals who could be contacted to provide more in-depth information on the programs identified. Five in-depth interviews were conducted with Extension professionals attending conferences at the National 4-H Center. Beyond this, telephone interviews were conducted with persons on state 4-H staffs in five states for additional

information about specific program methods, leadership approaches, and special problems mentioned on the initial form.

During the author's stay in Washington, D. C., additional information, interpretation, and guidance were secured through consultations with parent/family life educators, child development/pre-school educators, 4-H Foundation staff, E.S.-U.S.D.A. staff (4-H and Home Economics), and individuals in the Department of Health, Education and Welfare. A special effort was made to learn more about the two national organizations dealing with young children: the National Association for the Education of Young Children (NAEYC) and the Association for Childhood Education International (ACEI).

The Respondents

A 94 percent level of response was acjieved, i.e., 51 of 54 surveys were returned. See Appendix III for list of states and individuals returning the survey. Of those responding to the survey, 42 percent were state 4-H program leaders or directors, 54 percent were state 4-H program specialists or associate leaders, and 4 percent were area or county 4-H staff. Of the 10 in-depth interviews conducted, six were state 4-H staff members and four were county or area 4-H staff.

The results of this survey can be considered the perceptions and understandings of extension professionals viewing 4-H programs from a state level. There were several instances when county or area staff information was not the same as that reported by state 4-H leaders. Generally, state leaders could not be very specific about what was actually happening in programs for children younger than 9 years old, i.e., little current programming leadership was evident for this clientele group from state staff.

Although the survey did not ask for specific program details, it might be assumed that if state 4-H program leaders were devoting time to this clientele group, they would have reported detailed information.

Major Findings

I. Level of participation: children younger than 9 years old

In 1972 and 1973, four states reported no children younger than 9 years old. Table II shows the percentages of the total 4-H enrollment in two categories: younger than 9 and the combined ages of 18 and 19.

Table I

Younger than 9, 4-H enrollment by region.

Regions	1972*	1973*
Eastern	22,291	48,256
Southern	11,403	42,392
Central	25,707	35,955
Western	4,832	8,843
Totals	64,233	135,446

Table II

Percentage of total 4-H enrollment by region and younger than 9, 18 and 19 year olds.

	Younger than 9		18 and 19 yrs.	
Regions	1972*	1973*	1972*	1973*
Eastern	4.8%	7.3%	1.8%	1.8%
Southern	1.1%	2.9%	1.4%	1.8%
Central	3.1%	3.9%	1.9%	2.3%
Western	1.7%	2.6%	2.0%	2.6%

* Source: Summary Annual 4-H Youth Development Enrollment Reports, 1972 Fiscal Year (4-H-7(3-73) and 1973 Fiscal Year (4-H-1(1-74), Extension Service, U. S. Department of Agriculture, Washington, D. C. 20250.

The Eastern region reports the largest number and percentage of children younger than 9. Although the Southern region shows a large number of children younger than 9, the total enrollment for all ages of youth is high, and the actual percentage of young participants is low compared to the other regions. The Eastern and Southern regions showed a greater change than the other two regions between a972 and 1973 in percentage of children younger than 9 participating in their total 4-H program.

A larger percentage of children younger than 9 is enrolled in 4-H programs in all regions than in the combined age categories of 18 and 19. Extension 4-H programs have been concerned with older members (including 16- and 17-year-olds) for many years while less emphasis has been placed on the lower end of the age continuum.

II. Defining "younger member"

Respondents were asked to define what the term "younger member" meant to them. It was important to learn early in the survey whether respondents were limiting their view of 4-H to specific age groups.

Summary of the responses shows three main interpretations of the term "younger member". They are summarized below by region:

Table III

Percentage of states reporting

meaning of term "younger member" by region

Region	8 and younger	(6) 7, 8, 9 yrs.	(8) 9, 10 yrs.
Eastern (N=10)	30%	40%	30%
Southern (N=15)	0	40%	60%
Central (N=11)	18%	27%	55% (one state no respons
Western (N=12)	23%	38%	38%
Ave. percentage	16%	37%	47%

Several respondents added comments including:

....means those just starting 4-H.

.... means the several years before 4-H.

.... they are not considered official members, though.

.... but several counties have their own policies.

.... but for activities and contests the age is something else.

.... but records for awards begin at nine years.

.... children under nine are considered "other youth."

.... we do not encourage children under 7 and 8 to affiliate.

.... we have mini 4-H for those younger than 10.

.... we don't have a definition of that in our state.

It appears that the meaning of the term "younger member" varies greatly. For some respondents, children of any age can participate in 4-H programs but certain events or contests are open to only specified ages. For others, 4-H membership is limited to a prescribed age category. And for others, official 4-H membership begins at a prescribed age, but 4-H is available unofficially to younger children in "pre" or "mini" clubs or a wide variety of program approaches.

III. State policies regarding age and participation of children under nine.

All states reported age policies for 4-H membership. Statements of policy were received from only four states raising the question of whether other states' policies are written or just understood. When asked to describe the age policy, almost all states responded.

Policies tend to vary considerably as can be seen in the nine categories in the following table:

Table IV

Age policy re: 4-H membership by region

Policies	Regions (Number of states) Eastern	Southern	Central	Western	No. of states Total	%
A. 9-19 (some join at 8 years or third grade) (one state 9-18)	0	11	5	8	24	48
B. 9-19 (but counties can make own policies)	2	1	1	1	5	8
C. 9-19 (but some counties have pre-4-H)	3	1	0	2	6	12
D. 9-19 (but trying to shift to no age)	0	0	0	1	1	2
E. 8-19	1	1	2	0	4	8
F. 7-19	1	0	1	0	2	4
G. 10-19	0	1	0	0	1	2
H. 10-19 (but have pre-4-H programs)	1	0	1	0	2	4
I. No state policy...county determines. 4-H for all ages... age requirements for special events, activities, contests.	3	0	2	1	6	12

Some states did not provide extensive discussion or explanation of their age policies so this summary may be somewhat limited. However, it is evident that most states are struggling to find an enrollment policy that describes the flexible nature of the 4-H program.

Does stated policy regarding age and 4-H membership influence participation of children younger than 9 years in the 4-H program? Which policies tend to support participation by children younger yhan 9 years?

Table 7

Relation of age policy to level of participation younger than 9 years

Policies	No. of states with policy	Younger than 9 years enrollment of over 2,000	
		No. of states	%
A. 9-19 (some join at 8 years or third grade) (one state 9-18)	24	4	17
B. 9-19 (but some counties can make own policies)	5	3	60
C. 9-19 (but some counties have pre-4-H)	6	2	33
D. 9-19 (but trying to shift to no age)	1	0	0
E. 8-19	4	2	50
F. 7-19	2	1	50
G. 10-19	1	0	0
H. 10-19 (but have pre-4-H programs)	2	2	100
I. No state policy...county determines. 4-H for all ages...age requirements for specific events, activities, contests.	6	1	17

The following policies appear to encourage larger enrollments of children younger than 9 years:

Policy B. 9-19 but counties can make own policy

Policy E. 8-19

Policy F. 7-19

Policy H. 10-19 but have pre-4-H programs.

Although not conclusive, the data suggest that states with policies about children younger than 9 years may tend to provide program leadership in line with

the policy and thus have higher participation. The data may also imply that counties tend to respond to the educational interests of younger children whether or not the children are considered "official" 4-H members. This is consistent with the earlier findings regarding the definition of "younger member", i.e., 4-H begins at 9 years, but pre-4-H programs are available for children younger than 9 years.

IV. Current 4-H programs and teaching materials for children younger than 9 years.

Respondents were asked to indicate whether the 4-H youth development programs in their states provide programs for children younger than 9 years. Eighty-six percent of the states reported participation in one or more ways. Participation is indicated by method in the following table:

Table VI

Percentage of states by region reporting 4-H programs by method for children younger than 9 years

Region	Traditional clubs	EFNP youth	TV series	Special Interest	Other	No program
	%	%	%	%	%	%
Eastern (2) states no report	73	82	64	64	45	9
Southern	33	73	40	40	20	27
Central	50	83	75	58	42	8
Western (Guam not reporting	46	84	54	62	22	8
National average	49	80	76	55	29	14

States identified a number of interesting programs when describing "other" methods including the following:

8 states--clubs or small groups known by various names including Mini Clubs, Clover Buds, Pep Clubs, Junior Clover Members, Before 4-H, Exploring 4-H, Poppy Clubs, Pioneers, and Pixies

6 states--day camps

3 states--programs with schools, libraries, other youth groups

2 states--experimental urban programs

2 states--enrichment programs

1 state--playground program

1 state--day care center program

1 state--special recreation days

1 state--correspondence course about 4-H for 8-year-olds

Two states reported that 4-H junior leaders provided leadership for day camps and "before 4-H" programs for children younger than 9 years old.

Several states indicated that they really were not sure how many counties had programs for children younger than 9 years or exactly what was being done. (This was verified when conducting more in-depth interviews with selected states, but people were willing to study the question further. In fact, one state conducted a study of the situation because of the questions raised on the original survey form). It seemed from the responses that few states were aware of current programs for children younger than 9, and few gave leadership to developing such programs. Programs tended to originate in counties.

This interpretation of the data is supported by analysis of the responses to the question: does your 4-H program provide special projects or activities for children 9 and younger...? Twenty percent of the responding states indicated

that they had special projects or activities for children younger than 9 while 36 percent of the states indicated that programs were available for children in the 8-, 9-, 10-year-old age categories. This latter category represents a current effort to deal with the high dropout rate of beginning 4-H club members.

Interviews with selected states provided more specific information about the programs for children younger than 9 years. Two states indicated that initial programs began with EFNP nutrition education. In one state, program assistants worked with pre-school children by training nursery school teachers. Of course, there were no organizational aspects, but the program included a series of learning experiences, discussion, and tours. In another state, EFNP program assistants recruited younger children and leaders from program families. 4-H agents trained leaders and assisted the program assistants with project areas of interest to the children other than nutrition.

Several states told of 4-H teen leaders working with younger children in satellite clubs or special interest groups. Teenagers were involved also in developing programs with disadvantaged children. Summer day camp programs were mentioned frequently in this regard. Another state told of a 4-H program assistant who designed, implemented, and evaluated four approaches to working with children younger than 9 years old. Teaching materials from another state were used and evaluated as too difficult and "noninvolving" for the children. Several states indicated that programs were available to younger children if leaders and county program policies allowed. Regular 4-H projects were used but "expectations were lowered."

From the survey, program materials received, and in-depth interviews, many content areas were indentified including: nutrition, foods, livestock, pocket pets, gardening, model building, fun with flowers, clothing, woodcraft, collections, forestry, your yard, bicycle, cat, dog, crafts, knitting, and natural resources

conservation---soil, water, trees, plants, wildlife. In several cases, the day camps focused on nutrition education and outdoor or conservation education.

It seems significant that over half the states indicated program opportunities for younger children, from preschool through 10 years of age. However, it is also significant that so few states mention special program materials to support these educational experiences. A survey of counties might uncover more related material. See Appendix II for a list of the materials supplied by the states responding to the survey.

V. Future plans: programs with younger children.

Sixty-five percent of the responding states (32 out of 49 states) indicated that they had long-range program plans similar to "4-H in the 70's." Nineteen (19) states indicated that they had plans or were considering programs for children younger than 9, and 26 states indicated they had plans for or were considering development of programs for children 9 years old and older, i.e., the beginning 4-H club member. Some states had plans in both areas. Eleven states sent copies of long range program plans.

Examples of statements and goals reflecting programs that could include both older youth and younger children in future program development plans include:

Plan of action in parent education...."Explore the possibility of the use of college students to have field work experience as in apprenticeship programs."

Suggestions for organizing a young adult program include...."Get several couples in a neighborhood to come together, provide free or inexpensive baby sitting service for young children."

In goals for future...."4-H program resources should be adjusted and made available to younger children--5- to 9-year-olds or younger--in conjunction with a complementary leaders' program for older youth and adults. ...all suggest a program built on the assumption of OLDER YOUTH TEACHING YOUNGER CHILDREN."

Two states indicated concern about programs for younger children and stated that we "should put more emphasis on teen programs and that we believe lowering the age will further jeopardize the older member program." Some states expressed their future plans for children younger than 9 in these ways:

"Leaders recognize need and ability (of children) to learn at younger ages."

"We'll focus predominately on summer day camps."

"A developmental committee is working on materials for 6-, 7-, 8-year-olds now."

Some states are focusing their future program plans on the beginning 4-H club member.

"We need more emphasis here due to the large turnover."

"We hope to revamp the novice program for 8-year-olds."

"A possibility was brought up of initiating an exploratory project in first-year project areas that would give a younger member a taste of several projects, but not cover in depth."

The data and supporting evidence suggest that younger children are being considered in the future program development plans for over half the states. This may have been stimulated by the large dropout of beginning 4-H club members or may be a response to the educational needs and interests of younger children as expressed by them, their parents, and leaders in county programs.

Recommendations

1. That the Cooperative Extension Service 4-H Youth Development Program develop a national policy that includes participation of children younger than 9 years.

The study results show that children younger than 9 are involved in the 4-H Youth Program. There is also evidence of some confusion among members of state 4-H staffs about how to deal with this situation.

In August 1962, ECOP approved the following recommendations regarding age groupings and limitations in 4-H:

"..that the national policy regarding the minimum age for the enrollment of 4-H members be clarified to mean that boys and girls enrolling shall reach their tenth birthday during the current 4-H club year."

"...that the maximum age for 4-H club membership be as follows: a boy or girl must not have passed his or her nineteenth birthday on January 1 of the club year. This action should be completely implemental in the 1965 club year."

Prior to this ECOP action, the age policy was studies by a special study committee of the ECOP-4-H Youth Subcommittee. The recommendations of this study committee tend to be more in line with what really is happening in 4-H programs and could be reconsidered.

"The committee submits the following recommendations:

A. That 4-H club programs be designed to progress in accordance with the development of young people as they mature.

B. That age groupings for program be accepted in principle but not be rigidly exclusive, recognizing the principle of individual variation in growth rates.

C. That the following groupings be followed as guides to program development and to relating program content more closely to individual needs, interests, and abilities.

	Age	School Grade
A.	9-11	4-6
B.	12-14	7-9
C.	15-17	10-12
D.	18-21	Post-high school

D. That more systematic evaluation of 4-H programs be carried out to determine:

a. Effects (retarding and facilitating) of continued 4-H participation on adolescent personality development.

b. Bases more significant than ages for organizing youth groups, e.g., homogeneity, child-adult relationships, opportunity for participation, etc.

c. Effective methods of facilitating a transition from adolescent to adult participation in social groups."*

It seems important, in addition, to distinguish between the age requirements for specific events, activities, contests, and the availability of 4-H programs for children and youth of all ages. Attention must be given to children younger than 9 years old as well.

There are many justifications for adjusting the age policy in 4-H programs. Inconsistency between current policy and programs is only one reason. In the educational realm, more documentation is available today about the importance of the preschool and early elementary educational experiences of children. There is a better understanding of how children learn at these early ages and concern for

*Summary Report of Extension Subcommittee on 4-H Club Work, August 1-3, 1962. Denver, Colorado. pp. 19-20

the transition from preschool to elementary experiences. Project Head Start focused much attention and resources on the low-income, disadvantaged preschool child. But, according to Catherine Richards, Office of Youth Development, HEW, little research or innovative programs have been done with the children in the middle years, 6 to 10 years old.

Hopefully, if the 4-H age policy is adjusted, the program leadership will be adjusted also. The author is somewhat uncomfortable with a notion reflected in several current program efforts. Whether intended or not, programs that are "before," "pre," or "less than," or unofficial suggest that these children are not valued for what they are but rather for what they may become. The younger child is a person, a human being, and has feelings, needs, interests. Current parenting education approaches stress that children must be respected more by adults. The future is a long way off to children. In a recent newspaper article, Frank Zingale, vice president of Young and Rubicam Advertising Agency in New York, said, "We used to advertise to kids like they were small adults. In retrospect, that was wrong. The consumer groups made us aware that we were dealing with special people and I for one am glad they did."* Can 4-H programs reflect this view of younger children?

2. That research and study be conducted to support the 4-H program efforts with younger children.

   a. Literature can be searched to summarize findings about younger children and 4-H programs.

   b. Current program efforts need evaluating. The author found one unpublished evaluation report prepared by an urban program assistant summarizing her observation of an experimental effort with younger children.

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*"Nutrition gaining TV-ad role with snap, crackle and pop," Minneapolis Star, Tuesday, May 7, 1974. p. 6B.

c. Research is needed in literature and teaching materials. With budget limitations in many states, it seems appropriate and necessary to know whether providing materials for leaders is as effective as providing materials for children or both children and leaders. Research regarding use of bulletins by 4-H club members at older ages suggests that members do not use their publications unless there are project leaders. Programs with younger children may require small group experiences rather than individual projects. Would materials for leaders be adequate to support this program approach?

The current materials written for beginning members also need review. There is some evidence that levels of readability may not be appropriate for most of these children. (See Appendix II). Does this challenge the average and slow readers to learn or does the 4-H bulletin discourage this group? Are readability levels considered in most 4-H publications?

d. Research is needed to support development and evaluation of programs with teens working with younger children. Teens are teaching younger children in many programs now. How effective are these programs in terms of the teens' knowledge, feelings, attitudes, and skills? How effective are these programs for younger children? What are some of the approaches used to help teens prepare for these leadership experiences? The current experimental project in 4-H parenthood education for teens supported by HEW funds in four states may provide answers to these questions.

3. That the education of young children be the concern of the total Cooperative Extension Service.

To be effective, program efforts such as 4-H Youth, Expanded Food and Nutrition Program (EFNP), and Young Family Programs should correlate efforts. Program leadership might ask how can we work together to meet the needs and interests of younger children rather than who should lead.

4. The the Federal Reporting System be adjusted to accommodate reporting of program efforts with children younger than 9 years.

Of particular concern in several states, according to the findings of the survey, is the confusion in reporting results of combined EFNP and 4-H programs. This concern is not unique to just younger children. Professional and paraprofessional staff in 4-H and EFNP programs often find programs more effective when they work together, but in their opinion the reporting system does not permit them to reflect this cooperative effort.

The 4-H enrollment report form might provide more specific information on children younger than 9 so that research could be done more specifically in the future.

5. That the need for staff development be recognized and appropriate steps be taken at national and state levels to give leadership in developing courses of the study.

Staff at all levels--state, county, paraprofessional, volunteer adults, and teen leaders--can benefit from appropriate courses of study. More effective programs for younger children can be developed with informed, committed, skilled, and creative leaders.

Courses of study might include the basics of child development, experiences with young children, educational methods with preschool and early elementary children, some aspects of current parent education approaches, and models for program development and evaluation. No doubt this will require, in many states, involvement of persons competent in preschool and early elementary curriculum who are not currently part of the Cooperative Extension Service.

6. That possible sources of funding will be explored to support development, research, and evaluation in 4-H programs for younger children. Adequate funding must be secured from both private and public sources to insure effective programs.

Summary

This study can be considered a benchmark survey in 4-H programs with younger children. There are several limitations of the study caused in part by the limitations of time and resources to devote to the effort.

It is hoped that the information and recommendations will assist and inspire others to move from this point to further study and greater commitment to 4-H programs for younger children. For some, this study may serve as recognition for outstanding 4-H programs now being conducted.

It's not a question of whether we will have younger children in 4-H; they are with us. Rather, it is a question of how we can, as Extension professionals, respond to the interests and needs of young children so that they know "I AM SOMEBODY."

UNIVERSITY OF MINNESOTA
AGRICULTURAL EXTENSION SERVICE
Institute of Agriculture
St. Paul, Minnesota 55101

March 21, 1974

TO: State 4-H Leaders

RE: National 4-H Survey regarding programs for Younger Children

Dear Colleagues:

I'm writing to ask for your assistance in my National 4-H Internship Study on the young child and 4-H. The goals of this study include completing a national survey regarding current and future programs for younger children, development of a library shelf of current program resources, and development of recommendations for consideration in future program development and research.

Would you or an appropriate member of your staff complete the attached survey form and return it to me at the National 4-H Foundation by April 5?

The purpose of the survey is two-fold:

1. Determine current 4-H programs for "younger children" (including less then nine year olds) being conducted through 4-H Youth efforts.

2. Identify plans or ideas being considered for future 4-H program development with "younger children" including less than nine year olds.

Thank you for your cooperation. I will be summarizing the results of this survey while in Washington the month of April and conducting appropriate follow-up interviews to gain additional information. A paper will be published summarizing the survey results.

Sincerely,

Sue Fisher

(Mrs.) Susanne G. Fisher
Extension Specialist
4-H Youth Development

SGF:jkd

Enclosure

cc: Einar Ryden
Joe McAuliffe
Hope Daughtery
Milton Boyce
Ken Anderson
desk

NATIONAL SURVEY
The Younger Child and 4-H

State_____

_____
Person reporting

_____
Title

I appreciate your cooperation in completing this form and returning it by April 5 to:
Mrs. Sue Fisher
4-H Staff Intern
Education Division
National 4-H Foundation
7100 Connecticut Avenue
Washington, D. C. 20015

I. What is Happening Now?
First, let's define terms: What does the term "younger member" mean to you as related to age? (circle the ages) 5 and less 6 7 8 9 10 11 12

Comments:_____

_____

A. Does your 4-H Youth Development Program now provide programs for children younger than 9 years of age? Check as many as apply.

_____yes ... through traditional 4-H clubs.

_____yes ... through EFNP-Youth phase programs.

_____yes ... through TV series.

_____yes ... through special interests groups.

_____yes ... other:_____

_____no, we don't reach this age group.

B. Does your 4-H program provide special projects or activities for children younger than 9 such as Exploring 4-H, Discovering 4-H, Junior Clover members, Associate club members, etc.? _____yes _____no

Explain briefly: (i.e., name, description, intended clientele)_____

_____

_____

_____

C. Does your state have a policy regarding age of children and 4-H membership?

_____yes _____no

Describe: _____

_____

II. And What About the Future?

A. Has your state conducted a long range plan for 4-H Youth Development similar to "4-H in the 70's"? _____yes _____no

B. Are you considering development of programs for younger children in the years ahead?

_____yes: Programs for the beginning 4-H member who is 9 years and older.

_____yes: Programs specifically geared to children younger than 9 years of age.

_____yes: Other_____.

_____no program plans for younger children.

Comments: _____

_____

Request for Materials

I am enclosing single copies of the following:

_____materials used in programs for younger children. (Indicate ages of children for whom the materials are intended).

_____long range 4-H program plan.

_____other items (leader helps, planning guides, etc.).

Follow-up of this Survey

After summarizing Parts I and II of this form and reviewing the materials you enclose, more in-depth investigation is planned in selected states possibly through telephone interview. If your state is selected for further in-depth investigation, who would be the most appropriate staff person to contact?

Name_____ Name_____

Title_____ Title_____

Address_____ Address_____

Phone_____ Phone_____

Would you like a copy of the final report? _____yes ____no

Other comments and suggestions: _____

_____

_____

Thank you in advance for responding to this survey!

Appendix II

4-H Publications: Younger Children

Introduction: The following list of publications are the materials recieved from states as requested in the national survey. No attempt has been made to search for materials beyond those sent voluntarily. Several states indicated that counties had additional materials but no attempt was made by the author to follow-up.

Basis for classifying materials: The author attempted to classify publications in categories that would be functional to those who might be developing programs for younger children.

The readability level on several random paragraphs of each of the member materials has been identified using the Fog Index Readability Appraisal. The Fog Index measures readability of a given text in terms of years of schooling used to read it with ease. A Fog Index of 12 is a desired standard for government administrative writing. Number of words, number of sentences, and number of "hard" words are factors considered in determining the Fog Index.

The Fog Index was calculated on the Introduction to this report and the score was 16.2 or fourth year in college.

Beginning ages for most children entering traditional grade levels are given below:

Age when entering grade	Grade
5	K
6	1
7	2
8	3
9	4
10	5
11	6
12	7

A. Program Resources--Children younger than nine

1. Leader Materials

Connecticut: 4-H Clover Club Program for boys and girls in 2nd and 3rd grades

4-H 79 - 4-H Clover Leader Guide

- The World of the Young Person, an inside view for Leaders of Youth. (Northeast Cooperative Extension Service Publication)

4-H 92 - 4-H Clover Project Leader's Guide

- Supersnacks Series
- Spring Flowers and House Plants
- Introduction to Nature Science and Conservation
- Creative Experiences for Children
- Leisure Pleasure Series

Colorado: Family program in Clothing and Needlework for the 1-9 year old. Preliminary draft of resource manual for mothers and leaders. Provides information on children of each age, and several specific activities in clothing and/or needlecraft

Florida: Expanded Nutrition Program Materials

- Supersnacks (series of 10 fun sheets)
- Bag of Tricks (series of 11 activity guides)

Hawaii: Expanded Nutrition Program Material

- Mulligan Stew Puzzle Pak (Puzzles and word activities for teachers/leaders to use to support the concepts presented in Mulligan Stew TV series. 25 pages--photo ready)

Missouri: "Discovering the World Around Us" -- program resource for 7, 8, 9 year olds.

- 4-H Mini (Project) Approach (17 one-page lesson guides on different topics designed to be used in variety of 4-H settings)

New Jersey: 4-H Prep Clubs -- a club program for 7, 8, and 9 year olds

- Series of unpublished organizational materials including objectives, program suggestions, leader letter, promotional and registration folder
- Cooking Without a Stove...for Young Chefs (A booklet for leaders with assorted recipes and other cooking activities prepared by Bergen County Extension Service, Paramus, N. J.)
- Clover Crafts (A booklet for leaders with a variety of tours, games, crafts ideas prepared by Bergen County Extension Service)

Utah: 4-H Food and Fun Series

- A leader kit containing lesson plans for eight lessons

Washington: EFNP materials

- Outdoor Eating Series (six lesson plans plus companion handouts for children)
- Basic Four Food Group Series (five lesson plans plus companion handouts for children)

2. Member Materials

Kentucky: 4-H Windowsill Garden Project

4-H 1335 - A single sheet with instructions on how to plan and care for seeds illustrations, record form. (6.0)*

** Fog Readability Index

Missouri: Discovering 4-H--a group program for 7 and 8 year olds and 1st year 4-H members.

Y 950 - Discovering 4-H--member project book (5.0)*
(Note: leader supplements are also available in 10 subject areas)

B. Program Resources--Children 8 to 11 Years

1. Agent Materials

Florida: 4-H Correspondence Club for pre-4-H members who are 8 years old

- 4-H Correspondence Club (A handbook for agents with sample letters, enclosures, suggestions for use and follow-up to be used from fall through spring) (9.9)*

2. Leader-Member Materials--Companion Materials for Both

Florida: Pocket Pets--4-H special interest series for 8, 9, 10 year olds

4-H SI 19.1m - Pocket Pets Member Workbook. (Six lessons including Introduction, Mice and Rats, Gerbils, Guinea Pigs, Hamsters, Breeding Pocket Pets) (5.4)*

4-H SI 19.0 - Pocket Pets Leader Resource (Lesson outline and basic content plus additional references for six lessons

Ohio: Exploring Home Economics--a 4-H project for 4th and 5th grade girls using small group approach

4-H Circular 311 - Exploring Home Economics--member book Member helps for 12 meetings--a "planning" meeting and "doing" meeting in each of six topics) (7.7)*

4-H Circular 442 - Exploring Home Economics Leader's Guide (Instructions and References for 12 lessons)

* Fog Readability Index

Ohio: Do Your Thing With Food--a resource unit for leaders to use with younger children

Opportunity - A colorful leader notebook containing about 30 one-page
Series 4-H 3 leader guides and 30 one-page companion illustrated recipe sheets (6.3)*

New York: Let's Explore--a program for 9- and 10-year old boys and girls to provide observations and experiences in nine subject areas illustrative od total 4-H program.

Member materials (four-page, black and white)

M-1-2a Let's Explore Soil (8.3)*

M-1-2b Let's Explore Plants (5.8)*

M-1-2c Let's Explore Trees (7.9)*

M-1-2d Let's Explore Woodworking (7.6)*

M-1-2e Let's Explore Mammals (4.2)*

M-1-2f Let's Explore Birds (7.6)*

M-1-2g Let's Explore Weather (8.2)*

M-1-2h Let's Explore Textiles (9.6)*

M-1-2i Let's Explore Food (8.6)*

4-H Leader's Guide L-1-2--lesson outlines for 9 meetings including background information, objectives, materials needed, introduction, presentation, application, summary, recreation, for next time.

Washington: The 4-H Beginner's Project--a program for 9 and 10 year olds

Extension - The 4-H Beginner's Project--a bulletin for members.
Bulletin 586 Includes four project areas: clothing, foods, child care, interior design. Specific instructions and illustrations for various projects in each area (4.2)*

*Fog Readability Index

EM 3026 - The 4-H Beginner's Project--Leader's Guide. Brief suggestions for 18 meetings.

Wisconsin: Exploring 4-H--a project for 9- and 10-year old boys and girls who are beginning 4-H members.

Circular 4-H 148 - Exploring 4-H (A manual with background reading, things to do on your own and with the project group. Content includes: beauty, bugs, birds, and buds; exploring by building and fixing; fixing; exploring arount the home; exploring plants and animals.) (6.4)*

- Leader's Guide for Exploring 4-H. (Includes organizational information and background, suggested activities and references in each of the content areas.)

3. Member Materials

Delaware: Learning the 4-H Way--a program for girls or doys during their 1st year, i.e., 8, 9, 10 year olds.

- Learning the 4-H Way (A manual for boys with four activities: planting seeds, lawn care, feeding birds, and personal appearance). (7.4)*
- Learning the 4-H Way (A manual for girls with activities suggested in four areas: simple sewing, foods, personal appearance, and room grooming). (6.0)*

Florida: Discovering 4-H--a program for 8- to 10-year-old boys and girls in a club, group, or as individuals.

4-H 219 - Discovering 4-H--a bulletin for members (Includes introductory section with opportunity for members to select projects of interest. Subject supplements in the sollowing areas also included in the booklet: clothing,

*Fog Readability Index

electricity, plants and flowers, food and nutrition, safety, money management, entomology, home environment, nature with a camera, the animal world, health). (7.9)*

Kentucky: 4-H Career Exploration Series for 8- to 10-year-old boys and girls.

4-H 1122 - Exploring Your Community--a workbook for members. (Includes series of open end questions about getting acquainted with community and the jobs available). (6.0)*

4-H 1086 -A - Exploring the World of Work--a workbook for members. (A 10-step approach to getting acquainted with careers and deciding on one for self). (8.5)*

Nebraska: Let's Sew--a beginning 4-H clothing project for 9- and 10-year old-girls.

E.C.4-10-70 - Let's Sew--a manual for members. (Provides instructions on simple activities for the beginning seamstress). (4.0)*

Nebraska: Bachelor Bob's Outdoor Cooking-a beginning foods project for 9-and 10-year-old boys.

E.C.9-11-73 - Bachelor Bob's Outdoor Cooking--a manual for members. (Simple outdoor cooking experiences). (4.6)*

Ohio: Clothing-Knitting Series for Younger Members.

4-H Circular 411-1 - Your Skirt or Tote (5.9)*

4-H Circular 411-2 - Your Tobag or Slippers (Knitting) (5.2)*

4-H Circular 411 - Clothing Top to Toe (7.4)*

Ohio: Let's Explore the Outdoors--a series of conversation activities for beginning 4-H members.

4-H Circular 223 - Let's Explore the Outdoors I (A manual for members with some information for leaders on

*Fog Readability Index

field trips trips looking at trees, birds, animals, streams, fish, wildlife). (10.0)*

4-H Circular 276 - Let's Explore the Outdoors II (A manual for members with background information and activitíes in several areas: land, water, forests, wildlife, ecology, and careers). (11.1)*

4-H Circular 273 - Ohio Birds (Guide for nine project meetings and observation sheets). (8.5)*

Montana: Exploring 4-H--a project for 9-year-old boys and girls and/or 1st year 4-H members.

Bulletin 1105 - Exploring 4-H (A manual for members with activity instruction in the following content areas: home environment, safety, foods and nutrition and health, electricity, animal world, clothing, plants and flowers, camera, and insects. There is a unit on demonstrations and a place for 4-H record and story in the manual). (6.7)*

South Dakota: Discovering 4-H--a project for 9-through 13-year-old boys and girls.

4-H 112 - Discovering 4-H (An introductory/planning guide for members. There is also an annual 4-H member's report form available). (6.2)*

4-H 112 - Supplements (2- or 4-page project instruction sheets available for leaders, and members may purchase them).

(A) Arts and crafts (4.9)*

(B) Clothing (7.3)*

(C) Electricity (7.0)*

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(D) Crops and horticulture (5.7)*

(E) Conservation (9.4)*

(F) Food and you (6.9)*

(G) Entomology (6.5)*

(H) Home improvement (6.3)*

(I) Child development (6.5)*

(J) Photography (11.7)*

(K) Rocks and minerals (8.7)*

(M) Safety (8.3)*

(N) Health (8.5)*

Tennessee: Exploring 4-H--a project for 4th grade boys and girls.

Publication 571 - Exploring 4-H--member manual (Contains activity instructions in the following content areas: carfts and home improvement, safety, foods-nutrition and health, electricity, animal world, clothing, plants and flowers, camera, insects, and demonstrations). (6.3)*

Wyoming: Off to a Good Start in 4-H Home Economics--a project for those just beginning 4-H.

50001-73 - Off to a Good Start in 4-H Home Economics--member's manual (A bulletin that includes background information and instructions for activities in four subject areas: foods, clothing, home environment, and money management). (5.8)*

C. Other Program Resources

Georgia: 4-H Cloverleaf series--a series of projects for beginning members in 5th and 6th grades.

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4-H Cloverleaf series:

4-H Project Manual 25 - Agronomy (7.1)*

4-H Project Manual 13 - Clothing (6.7)*

4-H Project Manual 21 - Dairy (6.0)*

4-H Project Manual 4 - Recreation (9.3)*

4-H Project Manual 8 - Leadership (9.1)*

4-H Project Manual 11 - Landscape (6.9)*

4-H Project Manual 35 - Eome environment-home furnishings and art (6.2)*

4-H Project Manual 34 - Home improvement-housing and equipment (5.9)*

4-H Project Manual 10 - Fruit and vegetable production (7.5)*

4-H Project Manual 69 - Human development (7.0)*

4-H Project Manual 23 - Health (5.6)*

4-H Project Manual 66 - Home economics (7.3)*

4-H Project Manual 38 - Wildlife (5.8)*

4-H Project Manual 6 - Forestry (8.5)*

4-H Project Manual 1 - Food preservation (10.2)*

4-H Project Manual 9 - Entomology (7.5)*

4-H Project Manual 18 - Foods and nutrition (7.7)*

4-H Project Manual 56 - Engineering safety (8.8)*

Rhode Island:

- 4-H Club Leader's Handbook (Section on "Understanding and Knowing Your Members" contains one page on 6-7-8 year olds).

* Fog Readability Index

Appendix III

The following individuals responded to the survey. Their participation and cooperation are greatly appreciated.

Eastern Region

Connecticut	- Carmen Burns, Area 4-H Coordinator
Delaware	- Jim Baker, State 4-H Leader
Maine	- Margaret Stevens, Youth Education Specialist
Maryland	- Richard R. Angus, State Leader 4-H Youth
Massachusetts	- Dr. Merle L. Howes, Assistant Director of Extension, 4-H and Youth Programs
New Jersey	- Elizabeth A. Macauley, 4-H Specialist-Program Advisor
New York	- Dr. George Broadwell, Chairman, Youth Development 4-H
Pennsylvania	- L. G. Jinks, Division Leader
Rhode Island	- K. L. Coombs, State 4-H Leader
Vermont	- James A. Edgerton, Area I Program Coordinator
West Virginia	- Winthrop Merriam, 4-H Specialist

In-depth Interviews

Connecticut	- Carmen Burns
New Jersey	- Brevoort C. Connover, County 4-H Agent

Southern Region

Alabama	- Ann Barr, State 4-H Club Leader for Girls
Arkansas	- Lloyd T. Westbrook, State 4-H Leader
Florida	- Ruth Milton, Associate State 4-H Agent
Georgia	- Tommy L. Walton, Assistant Director, 4-H-Youth Development
Kentucky	Fred Brockman, Extension Specialist 4-H Programs
Louisiana	- Mrs. Goergoa D. Sanders, Associate State 4-H Club Leader

Mississippi	- Jean B. Crane, 4-H Youth Development Specialist
North Carolina	- Lyman B. Dixon, Associate State 4-H Leader
Oklahoma	- Mary Sue McBroom, Program Specialist 4-H Youth Development
South Carolina	- Georgia Roberson, State Coordinator 4-H Youth Development
Tennessee	- Anna Lusar, Assistant Professor 4-H Club
Texas	- Donald Stormer, State 4-H and Youth Leader
Virginia	- Kenneth E. Dawson, Director, 4-H
Puerto Rico	- Luz B. Santisteben, 4-H Specialist
Virgin Islands	- Bob Lindstrum

In-depth interviews

Alabama	- Ann Barr
Florida	- Ruth Milton

Central Region

Illinois	- Richard O. Lyon, State 4-H Leader
Indiana	- Dr. William E. Caldwell, Assistant Dept. Head, 4-H/Youth
Iowa	- Marie Bishop, Assistant State Leader, 4-H & Youth
Kansas	- J. Dale Apel, Associate State Leader, 4-H
Michigan	- Arden M. Peterson, Program Leader 4-H Youth
Minnesota	- Sue Fisher, Extension Specialist 4-H Youth Development
Missouri	- Nelson Trickey, Assistant Director Extension Youth Programs, 4-H
Nebraska	- W. M. Antes, State Leader, 4-H & YMW
North Dakota	- Linda Crow, Assistant State 4-H Leader
Ohio	- Beatrice J. Cleveland, Associate State Leader, 4-H
South Dakota	- Frank J. Heitland, Associate State 4-H Leader

Wisconsin	- Frank Campbell, State Program Leader, Youth Development, 4-H
In-depth interviews	
Indiana	- Dr. William E. Caldwell
Missouri	- Arthur Ausherman, State Youth Specialist
Western Region	
Alaska	- Mrs. Maureen Holden, Assistant State 4-H and Youth Program Leader
Arizona	- Howard E. Jones, State Leader 4-H
California	- Robert F. Davis, State 4-H Youth Leader
Colorado	- John Craft, 4-H Youth Specialist
Hawaii	- Betty Z. Shimabukuro, Associate State 4-H Youth Leader
Idaho	- Corrine M. Rowe, 4-H Specialist, Urban Programs
Montana	- Harold Strobel, 4-H & Other Youth Specialist
Nevada	- Bernard C. Downing, State 4-H Leader
New Mexico	- Dorman C. Brookey, State Program Leader, 4-H Youth
Oregon	- H. Joe Myers, Assistant Director
Utah	- Amy Kearsley, Associate Supervisor, 4-H Youth Programs
Washington	- Rita Sullivan, Extension Youth Specialist
Wyoming	- Don Rolston, State 4-H Leader
In-dept interviews	
California	- Robert F. Davis
Idaho	- Corrine M. Rowe